



## Development of regional folklore book to improve children's literacy

Iis Delviya Octaloca<sup>1\*</sup>, Asiyah<sup>2</sup>, Fatrica Syafri<sup>3</sup>

Department of Islamic Early Childhood Education, Universitas Islam Negeri Fatmawati Sukarno, Bengkulu, Indonesia



\*Corresponding email: [yaiisdelviya@gmail.com](mailto:yaiisdelviya@gmail.com)



<http://dx.doi.org/10.32505/atfaluna.v6i1.5817>

Submission : March 3, 2023

Revision : April, 12 2023

Accepted : June 25, 2023

### Keywords

*Folklore, Children's Literacy, Storybook, Storybook Development*

### Abstract

This research aims to develop Bengkulu folklore books to improve early childhood literacy skills. The method used is Research and Development (R&D) with research steps; potential and problem identification, data collection, product design, product validation, product design revision, and product improvement. This research involved three experts in validating the development of Bengkulu folklore books. The Bengkulu regional folklore book developed is the story of Putri Gading Cempaka. The book is attractively designed with bright colour gradations that attract early childhood interest in reading. The book is also made using language that children easily understand. Some pictures are not coloured, so they become children's activities. The development of the Bengkulu folklore book Putri Gading Cempaka also has several benefits, namely helping parents and teachers in carrying out the learning process at home and school, helping to foster children's interest in reading, helping children's cognitive development in knowing the history of the Bengkulu region. The average score obtained from the validation results is 96%, with an excellent category. Therefore, the results show that this folklore book can be published and used in early childhood to improve reading literacy.

## A. INTRODUCTION

Early childhood is a group of children who are in a process of remarkable growth and development. Experts call the ages of 0-6 years the golden age, which is the period when the child's brain experiences very rapid development and this is also a child's age always tinged with success to learn many things. If children at this age continue to be stimulated, the development of their brain networks will continue to be connected. Every stimulus and stimulus that the child receives will connect and strengthen the existing brain cell network (Suyadi, 2014).

Provide stimulation in various ways according to the age of the child. Broad insights and mastery that are interesting and appropriate to give to children are the most critical tasks of a teacher, more specifically an early childhood teacher, because early childhood education is essentially exploratory, has an adventurous spirit, is rich in fantasy, is easily frustrated and has a short attention span, so early childhood cannot sit still listening to the teacher and following the teacher's orders. So that the cognitive, affective, and psychomotor aspects of students can develop optimally simultaneously without experiencing distortion from one of them. (Baharuddin & Wahyuni, 2015). An exciting learning method for early childhood is the task of the teacher at school which aims to achieve learning according to the wishes of the teacher. There are many activities in the delivery of learning from playing, singing, and telling stories as well as various other methods (Sabil, 2014).

One of the fun learning activities for young children is telling stories. Storytelling is an exciting learning method because it is very simple, easy and has a very broad meaning, not limited to providing entertainment to children in terms of storytelling or storytelling (Latif, 2014). The benefits of storytelling are sharpening children's imagination, developing language skills, social aspects, morals, religious awareness, emotions, a spirit of achievement and training children's concentration and increasing language literacy for children. (Rahayu, 2013).

Stories for kindergarten children can be categorized into three types, namely folk tales, modern fictional stories, and factual stories. The three levels have different sources and characteristics. Folktales are short narratives in prose whose creator is unknown and are spread by word of mouth. Because it is passed down from mouth to mouth, folklore is classified as oral literature. Folklore is related to the environment, both the community environment and the natural environment. Collective people sometimes believe that the story can influence their behavior. (Musfiroh, 2008).

According to Pascal (2011), using storybooks to enhance literacy development in children is a valuable strategy that can be implemented in various ways. Parents and teachers can use storybooks to teach children new vocabulary, sentence structure, comprehension skills, and more. By making reading fun and engaging, children can develop a love for reading and improve their literacy skills at the same time. Reading storybooks aloud to children has been linked to improved literacy skills, including phonological awareness, vocabulary, and comprehension (Linda A. Meyer, James L. Wardrop, 1994).

Introducing folklore to mature students can help them gain language and social perspective. They can appreciate the detail and humor in these oral traditions (May, 2023). Folklore and culture can enhance philosophical grounding and world view, which a learner could bring to the class and utilize for national emancipation (Olajide, 2010). According to Abidin (2023) Folklore can be used to guide children to behave because they contain a lot of advice that can be used as life lessons. Furthermore, Folktales can be used as a medium for improving students' reading skills. They offer major benefits in teaching English, such as improving vocabulary, comprehension, and critical thinking (Ida Bagus Nyoman Mantra, 2018).

Bengkulu, a province in Indonesia, is rich in cultural heritage and folklore. Harnessing the power of Bengkulu's folklore can be a powerful tool in improving children's literacy skills. By introducing children to Bengkulu Folklore, it can ignite their imagination, foster cultural appreciation, and enhance their literacy development. Introducing Bengkulu Folklore to

children allows them to connect with their cultural roots and develop a sense of pride in their heritage. Bengkulu Folklore is rich in descriptive language, vivid imagery, and local expressions (Sipahutar et al., 2021). By reading and engaging with Bengkulu Folklore, children are exposed to a diverse range of vocabulary and linguistic styles. They learn to decipher local dialects, idiomatic expressions, and unique phrases, expanding their vocabulary and developing a nuanced understanding of language. This exposure contributes to their language development and strengthens their communication skills.

Bengkulu folklore is also heavily influenced by Malay and Minangkabau culture. This can be seen from the use of language and terms that are similar to Malay and Minangkabau. Currently Bengkulu folklore is still being preserved and developed. Some of the efforts made include holding a Bengkulu folklore festival and teaching Bengkulu folklore to the younger generation through children's story books based on local wisdom. (Murniayudi & Sujarwo, 2021; Sari, 2021).

Bengkulu Folklore offers a window into the cultural heritage of the region. Bengkulu folklore often explores the relationship between humans and nature, providing insight into the local environment and its importance to the culture (Prasetyo, 2016). Bengkulu folklore often teaches character values that are important to the local culture, such as honesty, bravery, and wisdom (Joyo, 2019; Yulianti, 2021). By introducing children to these stories, they gain insights into the lives, beliefs, and values of the Bengkulu community. This exposure fosters intercultural understanding, empathy, and respect for different cultures. Children develop a broader worldview, appreciating diversity and promoting social harmony. Bengkulu Folklore cultivates compassion and empathy, nurturing children's social and emotional development.

Based on the results of an interview with the Head of the Bengkulu Province Regional Library, Mr. H. Meri Sasdi, M.Pd, stated that the existence of folklore books in the Bengkulu regional library is still very minimal. Folklore books already exist, but not much discusses Bengkulu folklore and still uses Indonesian. The lack of books on Bengkulu City folklore, especially about Putri Gading Cempaka, needs to be managed and preserved again. Documentation in the form of reading books is required so that the folklore does not disappear over time. This is because if you are still fixated on stories that are only told orally, over time the local stories will fade. Apart from that, this is also very important to do as an effort to maintain and promote local wisdom in Bengkulu City. If associated with the world of education, folklore books about this can also be used as an alternative support. Folk story books such as Putri Gading Cempaka really need to be preserved and introduced to young people, so they can get to know and know the stories in the city where they live.

From previous research by Santoso (Santoso et al., 2017) through development research to produce a product in the form of a children's story book based on the local wisdom of Tasikmalaya embroidery with the title "Three Friends and Tasikmalaya Embroidery". Similar research was also conducted by Munandar (Munandar et al., 2018) In his study, he produced data on the availability of children's story books based on Tasikmalaya local wisdom in elementary schools that did not yet exist, and designed children's story books based on local wisdom. Krismayanti (2022) also conducted other research related to the development of storybooks which stated that to find out the validity, effectiveness, and practicality of the product of developing local wisdom-based picture storybook media to improve children's basic

literacy skills. Farodhy & Utami (2019) in his research also said that the application of picture story book media is very effective in increasing early childhood literacy, teacher awareness in implementing appropriate literacy learning strategies will affect children's interest in literacy, by providing stimulation in the form of story book literacy media pictorial. Farihatin (2013) said that storybook reading activities can improve the development of children's basic abilities and the benefits of reading storybooks can improve basic literacy skills in early childhood. From several previous studies it is known that there is still very little development of local wisdom-based reading books aimed at early childhood. Through this paper, the author aims to develop the folklore "Putri Gading Cempaka" into a book that can develop early childhood literacy skills.

## **B. METHOD**

The type of research used is research within the framework of R&D (Research and Development). This method is a research method used to produce specific products by testing their effectiveness of these products (Sugiyono, 2018). Products resulting from research and development include regional story books Putri Gading Cempaka for early childhood (Emzir, 2013). Therefore this research and development aim to produce or develop an existing product whose validity can be accounted for.

The procedure in this development research refers to the guidelines for research and development by Richey and Klein with research without test (Rita C. Richey, 2014; Sa'adah, 2020). In this development, research will first be carried out, create a product plan, create a product based on design, and evaluate by assessing how high the product meets specifications. This study took Richey and Klein's theoretical part checks without testing, which is studied but needs to be followed up by field tests.

Research and development by researching theory without testing it have the following development research steps: 1) the potential and the problem, where the number of Bengkulu folklore books is still very minimal and needs to be preserved. 2) Data collection is carried out through interviews with elders or traditional leaders, 3) Product design is carried out after a needs analysis is carried out, 4) Validation The product was worked on by three experts, namely a Bengkulu folklorist at Pagar Dewa, Bengkulu City, a linguist from the Bengkulu City Regional Library, and a fairy tale expert at the Tarbiyah Faculty of UIN FAS Bengkulu, 5) Revision of product design to perfect the product according to suggestions and input from experts who have determined to make the product more effective, 6) Product Improvement: After the product becomes a design that has been revised by experts and tested internally, R&D research stops to produce a product design that has been tested internally.

In accordance with the data collection techniques in this study, the researcher prepared a validation questionnaire instrument which would be given to 3 validators with five questions. The steps for developing a research questionnaire instrument are: 1) compiling the instrument grid, 2) consulting the instrument grid with a predetermined expert, 3) rearranging and completing the instrument that has received expert judgment.

The instrument grid can be seen in the following table:

Table 2. Grid of Expert Validation Instruments

No.	Validators	Rated aspect	statement
1.	Folklore Material Expert	Storytelling and presentation	<ol style="list-style-type: none"> <li>1. The story is in accordance with Bengkulu folklore about Putri Gading Cempaka</li> <li>2. The content of the story is suitable for young children</li> <li>3. The storybook images are vivid and true to spirit and character</li> <li>4. The contents of the story book are pictures and text that are interconnected</li> <li>5. The cover image of the story book is attractive and in accordance with the contents of the story</li> </ol>
2.	Linguist	The language used in the storybook	<ol style="list-style-type: none"> <li>1. The title of the story book corresponds to the contents of the story</li> <li>2. The contents of the storybook use simple language that is easily understood by early childhood</li> <li>3. The typeface of story text is appropriate and easy to read</li> <li>4. The layout of the book pages is well laid out</li> <li>5. The layout and writing systematics are appropriate</li> </ol>
3.	Storytelling Expert	Stories for young children	<ol style="list-style-type: none"> <li>1. The title of the storybook attracts the interest of early childhood</li> <li>2. Interesting storybook colors</li> <li>3. The content of the story is easy for young children to understand</li> <li>4. Interesting story book pictures for early childhood</li> <li>5. Fill the book with pictures that will catch the attention of young children</li> </ol>

The validation results carried out by experts obtained criticism and suggestions for revision. This study conducted qualitative descriptive data analysis and combined quantitative data. Qualitative data was gained from expert studies' input, responses, complaints, and suggestions. And quantitative data was obtained from the results of validation assessment scores carried out by experts, which are used as the basis for revising the Bengkulu regional folklore book "Putri Gading Cempaka."

The results of data analysis are used to determine the accuracy, effectiveness, and attractiveness of storybook product development. Data from the instrument has five levels of criteria using a Likert scale. Then it was analyzed by calculating the percentage of the average item score in each answer.

- Score 1 = Strongly Disagree / Very Unattractive
- Score 2 = Disagree / Unattractive
- Score 3 = Fairly Agree / Interesting Enough
- Score 4 = Agree / Interesting

Score 5 = Strongly Agree / Very Interesting

To determine the results of presenting the assessment score using the following calculation formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

$P$  = Presentation Rate of Change  
 $F$  = Frequency of Value Obtained  
 $N$  = Number of Questions

## C. RESULTS AND DISCUSSION

### 1. Results

#### a. *Expert Validation*

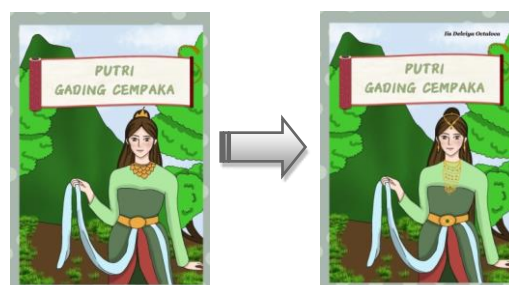
Validity test data of the storybook Putri Gading Cempaka obtained with method show product beginning And instrument as well as questionnaire evaluation of the storybook to expert design, expert language, and expert story people. Results validation used a questionnaire on expert obtained score highest 5 with a level validity 96% by expert Language and story the people, and score lowest 4 with a level of 85% validity. The table below shows the results of percentage validation carried out by three experts, they are as follows:

Table 3. First Validation Results

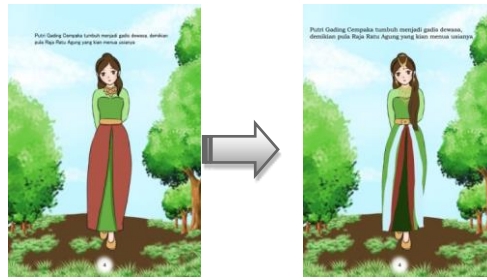
Validators	Results	Percentage
Expert 1	Very good	96%
Expert 2	Very good	96%
Expert 3	Very good	85%
<b>Average</b>		92%

#### b. *Expert Validation Revision*

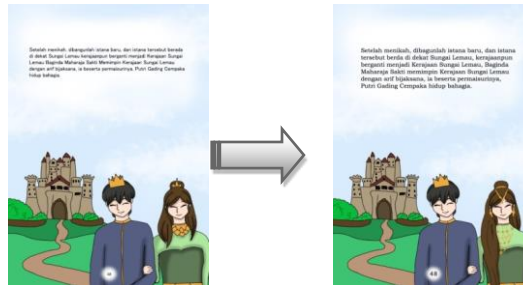
The following figure is the result of the revision after validation by the three validators/experts which has been revised and is suitable for publication and introduction to PAUD and the community.



Revisions to the hair, belt, crown and necklace. So that in each character image of Putri Gading Cempaka everything is revised according to the validator's suggestion.



Revisions Revised hair, belts, crowns and necklaces.



Revisions to the clarified and enlarged text of the text.

As for the recapitulation of the validation results that have been carried out for the three validators, namely storybook design experts, language experts, and an expert in the field of folklore material. To find out the results of the presentation score assessment using the following calculation formula.

The entire validation process for the development of the Putri Gading Cempaka storybook product is carried out by experts, where the validation value is very good. It shows that the Putri Gading Cempaka storybook product has obtained good results and is suitable for publication and early use. It can improve children's reading literacy so that early childhood knows the history of the Bengkulu city area, especially Putri Gading Cempaka folklore. The average value obtained from the validation results is 96% in the very good category.

### c. The Practicality of Putri Gading Cempaka's Book

The data from the designing expert validation, resulted in an assessment with a score of 4 = Agree / Interesting and a score of 5 = Strongly Agree / Very Interesting. The following table shows the results of the design expert validation.

Table 4. Data on the practicality of the Putri Gading Cempaka book according to design experts

Instrument No	Score	Criteria
1	5	Strongly Agree/ Very Interesting
2	5	Strongly Agree/ Very Interesting
3	4	Agree/Interesting

4	5	Strongly Agree/ Very Interesting
5	5	Strongly Agree/ Very Interesting

Data validation by linguists, resulted in an assessment with a score of 4=Agree/Interesting and a score of 5=Strongly Agree/Very Interesting. The following table shows the results of the design expert validation.

Table 5. Data on the practicality of Putri Gading Cempaka's book by linguists

Instrument No	Score	Criteria
1	5	Strongly Agree/ Very Interesting
2	5	Strongly Agree/ Very Interesting
3	4	Agree/Interesting
4	5	Strongly Agree/ Very Interesting
5	5	Strongly Agree/ Very Interesting

Data validation by folklore experts conducted by Eko Pranoto, S.Sos resulted in an assessment with a score of 4 = Agree/Interesting and a score of 5 = Strongly Agree/Very Interesting. The following table shows the results of the design expert validation.

Table 6. Data on the practicality of the book Putri Gading Cempaka by Folklore Experts

Instrument No	Score	Criteria
1	5	Strongly Agree/ Very Interesting
2	5	Strongly Agree/ Very Interesting
3	5	Strongly Agree/ Very Interesting
4	4	Agree/Interesting
5	5	Strongly Agree/ Very Interesting

Based on the results of the practicality of the product obtained from the validation process, a validation score with very good criteria was obtained, this indicates that the product of the Putri Gading Cempaka story book has obtained good and feasible results. The average value obtained from the validation results is 96% with a very good category.

## 2. Discussion

The use of picture story books as media can also develop children's receptive language skills, especially listening skills (Latief et al., 2022) . Interactive media with animated folklore can be an alternative teacher and can increase children's interest in paying attention to learning, besides that it can also introduce local folklore so that it can increase a sense of nationalism in early childhood; the benefits obtained are helping children understand the



moral values conveyed in stories so as to improve children's emotional intelligence. (Yulianjani et al., 2019) . In this study, it is also said that in picture story books, there are interactive elements, such as hands that can be moved, pasting and writing, desired conversation, learning to draw, and connecting objects with the right shadow. (Wibisono et al., 2014) . This is in line with the research conducted by the author that the folklore book Putri Gading Cempaka Bengkulu can increase the literacy of children aged 5-6 years such as interest in reading, drawing, coloring, telling stories, and helping children's cognitive, social-emotional and social development. It is developing moral values in storybook reading activities.

Story books with lots of colorful pictures and pictures, a font on the book is manageable, and writing on the book is not too little or too much will improve children's ability to read story books. Introducing children to the world of literacy as early as possible can form *a positive mindset* for children toward literacy activities. (Farihatin, 2013) . Parents at home or teachers at school can apply the Bengkulu folklore book Putri Gading Cempaka for children aged 5-6. It is in line with Rosi Rosiah's opinion (2021), which states that there are several simple activities to increase interest in early childhood literacy, which can be done with the help of adults, both parents and teachers at school. The most suitable learning media for early childhood is picture storybooks. Picture storybooks are a medium for conveying various messages in the form of books packaged in writing or pictures. Picture story books are the media most preferred by young children because there are many illustrations (images), colors, and simple stories packaged in an attractive appearance so that young children are interested in reading them. (Rosiah & Machawan, 2021).

The development of the regional folklore book Putri Gading Cempaka Bengkulu aims to prevent the history of existing folklore from becoming extinct along with the times. This is in accordance with Aprianti Yofita's opinion, which states that the characteristics of story books for early childhood are using exciting language and pictures and being able to provide new information and ideas for children. (Rahayu, 2013). Some of the advantages of developing this storybook are as follows:

Storybooks are designed to be more attractive and made as closely as possible to the original characters known to the general public. The development of this storybook is made with bright color gradations to make it more attractive and provide interest for young children to read and improve literacy. This is in accordance with the opinion of Muhammad Abdul Latif, who stated that picture story books would at the same time teach children about the colors in story books; for example, the characters in the book wear green clothes, so children will understand about these colors clothes. (Latif, 2014).

Made using language that is easily understood by early childhood. This is in accordance with the opinion of Tadkiroatun Musfiroh, who stated that one of the things that must be considered in writing stories for young children is using children's language with the right choice of words. Children's language is simple, short, and straightforward. (Musfiroh, 2010) . In this storybook, some pictures are not colored so that children can color and be creative with color; when coloring can train motor intelligence in children.

The development of the Bengkulu Putri Gading Cempaka folklore book also has benefits. The benefits of developing this storybook are as follows: It can help parents and

teachers carry out the learning process at home and school. Story books that are interesting and follow the character of children can help foster interest in reading and can help children's cognitive development with coloring activities.

In this storybook, children not only read storybooks but children can also get to know the history of the Bengkulu area. This storybook is also helpful for readers or the general public so that people who don't know about it become aware of the history of the Bengkulu area. From the validation process of all product development of the Putri Gading Cempaka storybook, which was carried out by experts, where the validation score was with very good criteria, this shows that the Putri Gading Cempaka storybook product has obtained good results and is worthy of being published and published. Use it for PAUD-aged children in increasing reading literacy so that early childhood knows the history in the Bengkulu city area about Putri Gading Cempaka. The average value obtained from the validation results is 96% in the very good category.

#### **D. CONCLUSION**

The practice of developing the Putri Gading Cempaka storybook has been carried out in the stages of the development process, such as defining, designing, product development, and product validation. The story of the book Putri Gading Cempaka Stories to improve reading literacy in early childhood has been validated and has been assessed by experts so that this product is declared feasible and can be published and used for early childhood. This product is created and developed with attractive and innovative images. Bright colors and use sentences that young children can easily understand. This book is also equipped with pictures that have not been colored so that children can color the figures from Putri Gading Cempaka's story.

Thus the child will easily understand the story's contents and be interested in reading it, which will help improve literacy and introduce Bengkulu regional history to children from an early age; as for the recapitulation of product validation results for the Putri Gading Cempaka storybook, namely design experts with a percentage of 96%, story material experts with a percentage of 96%, and linguists with a percentage of 94%, with an average validation of 94% with very good criteria.

#### **E. REFERENCE**

- Baharuddin, & Wahyuni, E. N. (2015). *Teori belajar & pembelajarannya*. Arruzz Media.
- Emzir. (2013). *Metodologi penelitian pendidikan kuantitatif & kualitatif*. Rajawali Pers.
- Farihatin, A. R. (2013). *Kegiatan membaca buku cerita dalam pengembangan kemampuan literasi dasar anak usia dini*.
- Farodhy, T. Y., & Utami, N. R. (2019). Pengaruh Media Cerita Bergambar Terhadap Kemampuan Literasi Awal Anak Usia 4-5 Tahun. *Jurnal Skripta*, 5(1), 70–74. <https://doi.org/10.31316/skripta.v5i1.1043>
- Ida Bagus Nyoman Mantra, D. G. A. G. K. (2018). Folktales as meaningful cultural and linguistic resources to improve student's reading skills. *Lingua Scientia*, 25(2). <https://pdfs.semanticscholar.org/2b63/8145bf4744cc589ef0fe1ed3a8bdac3cf82f.pdf>

- Joyo, A. (2019). *Character education through people 's story*. 295(ICETeP 2018), 44–46.
- Latif, M. A. (2014). *Mendongeng mudah dan menyenangkan*. Luxima Metro Media.
- Linda A. Meyer, James L. Wardrop, S. A. S. and R. L. L. (1994). Effects of reading storybooks aloud to children. *The Journal of Educational Research*, 88(2), 69–85. <https://www.jstor.org/stable/27541958>
- May, J. P. (2023). Using folklore in the classroom. *English Education Journal*, 11(3), 148–155. <https://www.jstor.org/stable/40172297>
- Munandar, A., Mulyadiprana, A., & Apriliya, S. (2018). Pengembangan buku cerita anak berbasis kearifan lokal mendong tasikmalaya di sekolah dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(2), 152–162. <https://ejournal.upi.edu/index.php/pedadidaktika/article/view/7325>
- Murniyudi, H., & Sujarwo, S. (2021). Pengembangan buku cerita bergambar berbasis kearifan lokal terhadap karakter peduli sosial. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 5(1), 1–13. <https://doi.org/10.21831/jk.v5i1.28160>
- Musfiroh, T. (2008). *Cerita untuk AUD*. Tiara Wacana.
- Olajide, S. B. (2010). Folklore and culture as literacy resources for national emancipation. *International Education Studies*, 3(2), 200–205.
- Pascal Lefebvre, Natacha Trudeau, and A. S. (2011). Enhancing vocabulary, print awareness and phonological awareness through shared storybook reading with low-income preschoolers. *Journal of Early Childhood Literacy*, 11(4). <https://doi.org/https://doi.org/10.1177/1468798411416581>
- Prasetyo, A. (2016). Folklore in EFL: The local wisdom implementation of Indonesian curriculum. In *Journal of ELT Research* (Vol. 1, Issue 2). [https://doi.org/10.22236/jer\\_vol1issue2pp194-199](https://doi.org/10.22236/jer_vol1issue2pp194-199)
- Rahayu, A. Y. (2013). *Menumbuhkan kepercayaan diri melalui kegiatan bercerita*. Indeks.
- Rita C. Richey, J. D. K. (2014). Design and development research. In *Handbook of Research on Educational Communications and Technology* (Fourth Ed.). [https://doi.org/DOI:10.1007/978-1-4614-3185-5\\_12](https://doi.org/DOI:10.1007/978-1-4614-3185-5_12)
- Riza Kurnia Krismayanti, Y., Laila, A., & Kurnia, I. (2022). Pengembangan buku cerita bergambar berbasis kearifan lokal untuk meningkatkan kemampuan literasi dasar anak. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 7(3), 358–368. <https://doi.org/10.34125/kp.v7i3.839>
- Sa'adah, R. N. (2020). *Metode penelitian R & D*. Literasi Nusantara.
- Sabil, R. (2014). *Bermain bercerita dan menyanyi bagi anak usia dini*. Luxim.
- Santoso, Apriliya, S., & Kosasih. (2017). Buku cerita anak berbasis kearifan lokal bordir tasikmalaya untuk siswa sekolah dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan*

*Guru Sekolah Dasar*, 4(2), 129–138.

- Sari, N. (2021). *Pengembangan buku cerita anak berbasis kearifan lokal dalam meningkatkan pemahaman siswa tentang keberagaman budaya*. <https://repository.bbg.ac.id/handle/1054>.
- Sipahutar, S. S., Narhan, R., Paramita, R., & Sembiring, Y. B. (2021). Moral value and character building education in folklore: lubuk emas. *PROJECT (Professional Journal of English Education)*, 4(1), 148. <https://doi.org/10.22460/project.v4i1.p148-155>
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan Re&D*. Alfabeta.
- Suyadi. (2014). *Teori pembelajaran anak usia dini*. Remaja Rosdakarya.
- Yulianti, M. (2021). Moral values of the main character in Bengkulu legend “the legend of n’daung the snake.” *Proceeding of 2nd International Conference on the Teaching of English and Literature*, 333–340.
- Yunus Abidin, Tita Mulyati, Yeni Yuniarti, T. N. (2023). The effects of integrating folklore and mixed reality toward student’s cultural literacy. *Journal of Society, Culture, and Language*, 11(1), 307–319. <https://doi.org/http://dx.doi.org/10.22034/ijscsl.2023.1995761.2963>